Government of
Saskatchewan

Annual Report
1999-2000

Saskatchewan Education

The annual report of Saskatchewan Education
for the period July 1, 1999 to June 30, 2000

101-01945/

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Letter of Transmittal

The Honourable Dr. Lynda M. Haverstock
Lieutenant-Governor
Province of Saskatchewan

Madam:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 2000. The financial statements included in the report were prepared in accordance with guidelines of the Department of Finance.

Respectfully submitted,

Jim Melenchuk
Minister of Education

Letter of Transmittal

The Honourable Jim Melenchuk
Minister of Education

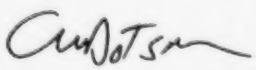
I have the honour to present the annual report of the Department of Education for the year ending June 30, 2000.

The Department underwent a significant reorganization during the reporting period due to the end of the Shared Services arrangement with Saskatchewan Post-Secondary Education and Skills Training. Where appropriate, these changes are reflected and explained in the annual report.

During the reporting period, the Department was focussed on six policy and program priorities:

- Curriculum Actualization;
- Student Diversity;
- The Role of Schools;
- Learning Technology and Distance Education;
- Restructuring of K-12 Education Governance; and
- Department and Sector Accountability.

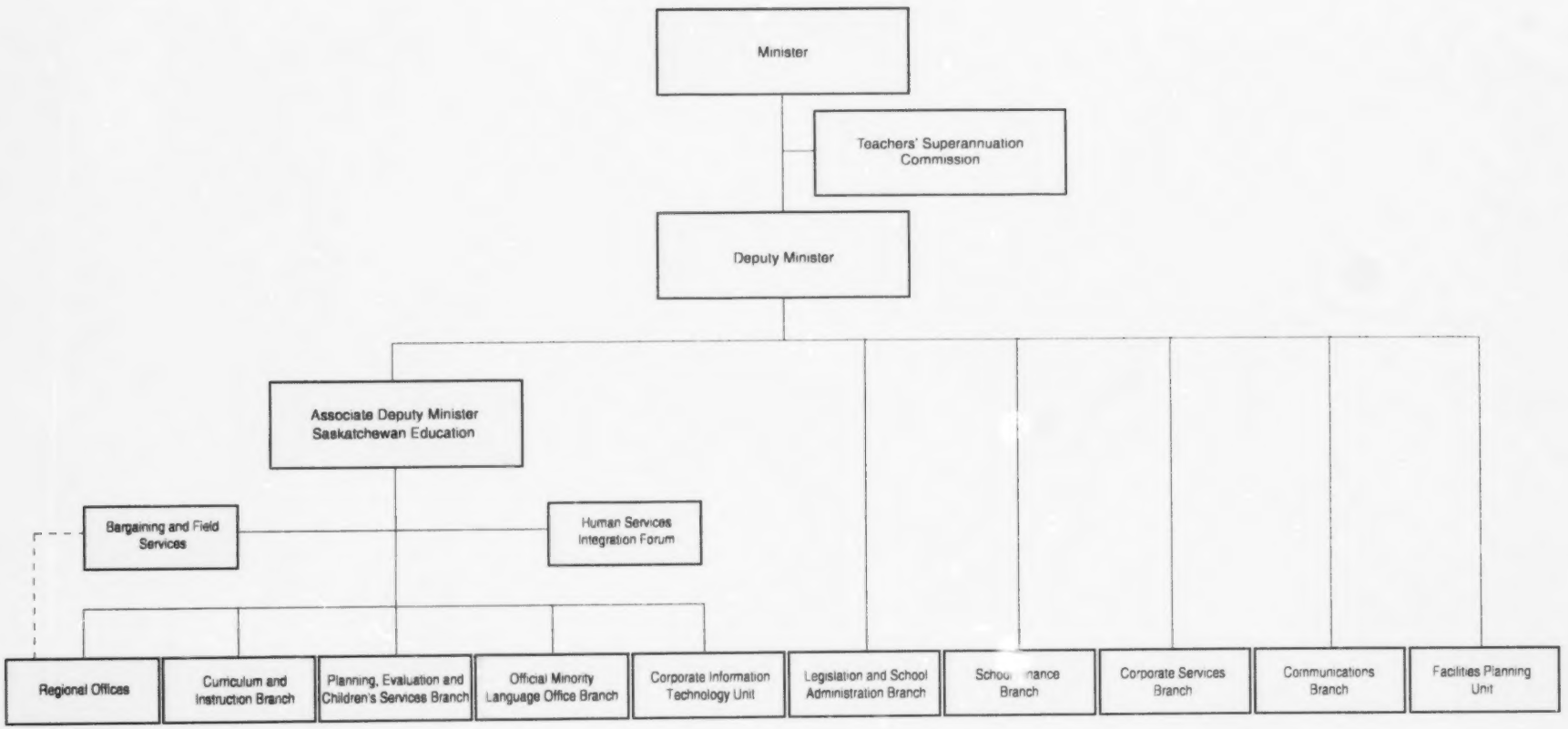
As part of the Government-wide commitment to improved accountability, and in accordance with the general principles set out by the Performance Management and Accountability Review Project, this year's annual report reflects the Department's commitment to improved accountability. An attempt has been made in this year's report to focus on outcomes and accomplishments rather than outputs and activities. While the traditional structure of the report by Branch is retained for 1999-2000, future annual reports will be structured according to the Department's goals and objectives.



Craig Dotson
Deputy Minister
Department of Education

DEPARTMENT OF EDUCATION

As at June 30, 2000



Department of Education: Mandate

The mandate of the Department is to provide leadership and support in the development and operation of Kindergarten through Grade 12 education, helping to prepare Saskatchewan young people for full and meaningful participation in society. The focus is on supporting and developing programs and services for the benefit of students in the context of the economic and social needs of the Province.

Through the Department, the policies, programs and responsibilities of the Government of Saskatchewan and the Minister of Education relating to elementary and secondary education are carried out to achieve the following strategic outcomes:

- a quality education system in which the Goals of Education are achieved. The Goals of Education are intended to develop the intellectual, physical, emotional, spiritual and social potential of all students in the Province to the best of their abilities;
- public understanding of and confidence in the school system;
- equality of access to and benefit from the services and programs of the education system;
- leadership in mediating and facilitating the variety of social and political interests which have an impact on education;
- maintenance of the structural integrity, effectiveness, and efficiency of the education system.

Regional Offices

Saskatchewan Education has seven Regional Offices located in Weyburn, Swift Current, Regina, Saskatoon, Melfort, North Battleford and LaRonge. Each Regional Office has professional staff consisting of a Regional Director of Education, a Regional Superintendent of Children's Services, and a Regional Superintendent of Curriculum and Instruction.

The network of seven Regional Offices provides Province-wide accessibility for the public. These offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

In northern Saskatchewan, partnerships are promoted among K-12 and post-secondary education and training institutions, communities, business and industry. These partnerships assist northern students in achieving their goals in furthering their education, pursuing their careers and maintaining their cultural heritage.

The primary role of Regional Offices is to carry out the mandate and policies of the Department by supporting each Unit's objectives and activities. In order to support the objectives and activities of Departmental Units/Branches and the overall mandate of the Department, Regional Offices provide support to school divisions by:

- assisting with the interpretation of legislation, regulations and policy;
- reviewing all information used to determine individual division foundation operating grants;
- conducting initial reviews of capital project proposals;
- facilitating and enhancing services to children and families through collaboration and integrated approaches between Government and non-government agencies;
- improving linkages among the workplace, post-secondary education and K-12 education;
- expanding learning opportunities for Aboriginal students;
- communicating with First Nations school administrators to raise awareness of new initiatives in curriculum development;
- providing funding and technical support to the development of curricula and materials for Cree and Dené language programs in northern schools;
- administering the Shared Challenges Program which encourages northern students to stay in school and complete their high school education;
- developing interagency, community-based approaches to identifying and resolving issues at the local level;
- providing regional support services to children and families through a collaborative and integrated approach with other Government departments and agencies (Human Services Integration);
- ensuring awareness of new initiatives in curriculum and supporting improvements to curriculum and instruction, by coordinating and facilitating the development, implementation and evaluation of new courses of instruction in Core Curriculum (curriculum actualization); and
- assisting local school divisions in establishing programs by approving funding and monitoring existing programs.

The major accomplishments of Regional Offices are closely linked to the activities and accomplishments of each Branch or Unit of the Department. Regional Office activities are vital to the success of each Branch/Unit's initiatives.

Curriculum and Instruction Branch

Saskatchewan Education is committed to the implementation and refinement of the *Directions* vision including the design, implementation, renewal and evaluation of Core Curriculum. The Curriculum and Instruction Branch develops courses of study for use in Kindergarten to Grade 12 schools. Curricula and support documents are written at the following levels:

- Kindergarten;
- Elementary Level (Grades 1-5);
- Assisting Middle Level (Grades 6-9); and
- Secondary Level (Grades 10-12).

The Department uses a curriculum development process that includes:

- design and development work to draft the curriculum;
- field review or piloting the draft curriculum including document refinement and publication;
- inservice training for educators to accompany the curriculum implementation; and
- phase-in schedules for implementation.

Saskatchewan has completed a period of extensive curriculum design and implementation.

Curriculum and its implementation encompasses many essential elements including attention to school environment, resource centres, effective instruction, alternative programs and the needs of Saskatchewan's diverse student population.

During 1999-2000 the Curriculum and Instruction Branch assumed responsibility for two major priorities of Saskatchewan Education: Curriculum Actualization and Learning Technology/Distance Education. Reporting is done on each priority separately.

Curriculum Actualization

The term "actualization" refers to effective implementation and ongoing renewal of Core Curriculum. It is a term that takes into account activities at all levels of the education system that are aimed at making Core Curriculum a reality in Saskatchewan classrooms. Because actualization is a shared responsibility, collaboration among schools, parents, and community is essential.

FOCUS: LEADERSHIP

As Saskatchewan moves into this new phase of Core Curriculum actualization, it is important to provide renewed leadership. Through effective leadership and communication, the vision of Core Curriculum can be renewed so that everyone involved understands the goals toward which we are working.

Objective: To reaffirm the vision of Core Curriculum

- Developed and delivered inservice to introduce the actualization of Core Curriculum.
- Produced and distributed updated CD-ROM version of the Evergreen Curriculum online.
- Conducted sessions with special STF subject councils and administrators to reconceptualize the Practical and Applied Arts in Core Curriculum.

Objective: To promote the actualization of Core Curriculum components and initiatives

- Worked cooperatively with the Women's Secretariat to prepare the "*Money Smarts*" learning resource intended to promote sound money management principles and distributed copies to secondary level students.
- Provided a provincial Resource-Based Learning Consultant and a field-based team of consultants in Shared Services to strengthen the emphasis on resource-based learning.
- Provided a special-order service for resources not stocked in the Learning Resources Distribution Centre (LRDC), thus providing one-stop shopping for teachers/schools in support of resource-based learning.
- Obtained increased federal support for GrassRoots program for the third consecutive year.
- Collaborated with the STF to strengthen the gender equity component of their school-based administrators' professional development program.

Objective: To strengthen instructional/educational leadership

- Developed an online professional development calendar
- Provided coordination and support for Resource-Based Learning Consultants in shared services areas through workshops and networking sessions.
- Promoted long term planning by school divisions for implementation of resource-based learning, school library development and use of learning technologies in instruction.
- Provided regional workshops on: developing a technology plan, resource-based learning and technology, learning resources on the Saskatchewan Education website, and evaluating websites for educational uses.
- Revised and distributed the *Practical and Applied Arts Handbook*, and *Information Bulletin*, as draft working documents for use by administrators and instructional leaders in the Practical and Applied Arts.
- Conducted inservice sessions for administrators on Core Curriculum.
- Provided Core Curriculum orientation sessions for new directors/administrators and teachers.
- Worked with advisory and reference committees to clarify roles and responsibilities for the actualization of Core Curriculum.

FOCUS: TEACHING AND LEARNING

Teaching and learning are the reasons for all the work and organization that goes into curriculum reform. Curriculum actualization will be successful only if teachers are provided with what they need and encouraged to become reflective practitioners, to bring the new curriculum to life in the classroom.

Objective: To encourage reflective practice in the education system

- Developed curriculum-related checklists to encourage reflective practice and support professional growth of teachers.
- Developed a resource to support teachers in using the implementation and renewal of Core Curriculum as a means of professional growth.
- Established a teacher-leader team in Mathematics to mentor other classroom teachers in terms of curriculum actualization, instructional methods, assessment techniques and evaluation, Resource-Based Learning, and other curriculum initiatives.

Objective: To strengthen support for implementation and renewal of Core Curriculum

- Provided support to teachers for implementation of elementary Physical Education, elementary Health Education, Grades 6-12 English Language Arts, Grades 7-9 Social Studies, History 30 and Social Studies 30 curricula, and various Practical and Applied Arts courses.
- Developed an Early Literacy resource to support teachers of emerging literacy learners in creating positive and effective literacy experiences for students.
- Developed catalyst teacher group to support the renewal of Grades 6-9 Health Education.
- Delivered orientation and unit development workshops facilitated by health catalyst teachers to Middle Level health educators.
- Revised HIV/AIDS Module of Wellness 10 to continue the developmental sequence of HIV/AIDS education from Grades 1-9.
- Continued to develop and expand the curricular options available in the Practical and Applied Arts.
- Coordinated evaluation of 2,703 print and non-print resources in order to identify those suitable as support for new, revised or existing curricula. Recommended resources were listed in the following bibliographies and posted on the Saskatchewan Education website:
  - Health Education 1-5 Final
  - Learning Resource Materials Update 2000
  - Practical and Applied Arts:
    - Career and Work Exploration 10, 20, 30 (preliminary list)
    - Clothing, Textiles, and Fashion
    - Communication Production Technology 10, 20, 30 (initial list)
    - Construction and Carpentry 10, 20 (initial list)
    - Drafting and Computer-Aided Design 10, 20, 30 (initial list)
    - Food Studies 10, 20, 30 (initial list)
    - Forestry Studies 10, 20, 30 (preliminary list)
    - Horticulture 10, 20, 30 (preliminary list)
    - Machining 10, 20, 30 (preliminary list)
    - Upholstery 10, 20, 30 (preliminary list)
    - Wildlife Management 10, 20, 30 (preliminary list)

- Launched the Learning Resources Distribution Centre (LRDC) website in April 2000. This site enables users to search the LRDC inventory database and purchase Saskatchewan's world-class curricula documents.
- Assisted all schools in actualizing the curriculum through the LRDC by:
  - ensuring equity in cost of resources across the province, regardless of geographic location or student population;
  - purchasing resources at bulk discounts;
  - selling resources at cost-recovery rates; and
  - providing easy access to curriculum support documents and other information produced by the Department.

Objective: To promote the use of technology for teaching and learning

- Coordinated evaluation of approximately 400 websites, identifying linkages to curricula.
- Provided inservice on use of electronic databases of journals (e.g., InfoTrac, Canadian Business and Current Affairs, and *Repère*).
- Supported pilot projects in distance learning.
- Provided regional inservice for integrating the use of technology in teaching and learning.
- Provided opportunity for school divisions to have direct access to their home pages on Saskatchewan Education's website.
- Made available to school divisions a wireless mobile computer network (LAN VAN), for inservice around use of learning technologies, which enabled schools without learning technology to see the value of the technology for teaching and learning.
- Established and monitored a number of demonstration sites for a computerized Mathematics resource that is being developed in partnership with the Western Canadian provinces and territories.
- Administered the delivery of distance education courses in the mode of Interactive Television Instruction. Programs were delivered by the Saskatchewan Communications Network (SCN) using satellite transmission. Eight courses were offered including Calculus 30; French 9, 10, 20, 30; Law 30, Psychology 30, and Entrepreneurship 30. A total of 356 students participated in the program at 49 receive sites in 29 school divisions.

FOCUS: PARTNERSHIPS

Partnerships offer various opportunities for maximizing student learning. They are also a means of ensuring that all students in the Province receive a relevant education consistent with their needs and cultural backgrounds. In the largest sense, education is a partnership between the school, home, community, and Province.

Objective: To expand and/or create new partnerships to support equitable educational opportunities and benefits for all students

- Supported HeadWaters project, the Saskatchewan demonstration project for the federal Connected Communities initiative.
- Worked with universities to establish resource collections to promote Core Curriculum to pre-service teachers.
- Supported special education teachers through the production of the 2000 Alternate Format Catalogue and participation in the Insight Conference.
- Provided visually impaired students in the Province with Braille, large print, kits and audio tape resources.
- Collaborated with the Workers' Compensation Board to renew the current agreement providing coverage for K-12 students doing work-based learning with community placements.
- Collaborated with Saskatchewan Labour to verify safety objectives in Practical and Applied Arts curricula, and supported the development of resources for workplace safety education.
- Supported the Board of Skills Canada Saskatchewan during the planning and delivery of a provincial Skills Competition.
- Designed and delivered various Practical and Applied Arts summer short courses for teachers, through a partnership with Apprenticeship and Trade Certification Commission, SIAST, and the Saskatchewan Industrial Educators Association (SIEA).
- Supported the 10th annual ASSIST (A Science Summer Institute for Saskatchewan Teachers), a continuing professional development event in Science education.
- Administered the Interchange on Canadian Studies program and assisted with the program delivery of the Social Studies Teachers' Institute on Parliamentary Democracy.

- Developed the curricula for the Ukraine-Canada Youth for Health project in collaboration with the Canadian Society for International Health.
- Facilitated the establishment of a provincial organization to manage the Heritage Fairs Program.
- Supported the Saskatchewan Association of Science Fairs and the 12 regional fairs.
- Supported the Innovators in the Schools program hosted by the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS).
- Strengthened the apprenticeship pathways available to qualified Secondary Level students taking various designated trade curricula in the Practical and Applied Arts by working with the Apprenticeship and Trade Certification Commission.
- Developed an anthology of works by Saskatchewan authors and artists to support Grade 12 curricula in English Language Arts and Canadian Studies.
- Implemented a web catalogue so the Resource Centre's database of over 26,000 titles can be accessed via the internet.
- Continued the assessment/audit of provincial driver instructors, while working with partners, especially SGI, to improve the school-based Driver Education program.
- Participated in the Western Canadian Protocol for Collaboration in Basic Education and focused on the following projects:
  - developed the Foundation Document for Social Studies (K-12) and the Common Curriculum Framework for International Languages (K-12) under the Western Canadian Protocol;
  - participated in evaluation of learning resources for English Language Arts and Mathematics through the Western Canada Protocol process; and
  - provided and operated the warehouse facility to support the Western Canadian Protocol English Language Arts materials evaluation process.

FOCUS: SYSTEM RESTRUCTURING/PROCEDURAL CHANGE

The Education Act, the Regulations and a set of common practices of the provincial school system are in place to provide a structure for operations at all levels. To keep current with curriculum reform, organizations must examine regulations and practices to ensure that all work to create an environment in which actualization can occur.

Objective: To create or redesign structures to maximize student learning

- Completed a comprehensive review of K-12 English-as-a-Second Language programming.
- Developed and implemented a policy for granting Heritage Language credits to students through community-based language schools.
- Drafted procedural guidelines for utilizing the survey approach to offer Practical and Applied Arts programming at the Middle and Secondary Levels.
- Began development of the learning technology and distance education policy and procedures.

Learning Technology/Distance Education

New and emerging technology is providing exciting possibilities for the support of learning in Saskatchewan schools. The information highway and the internet are expanding opportunities for all learners both in the traditional classroom and at a distance. Saskatchewan Education's focus on Learning Technology and Distance Education is supporting experimentation in the use of these new resources and communication tools. It is building on its success in development of the Evergreen Curriculum online.

FOCUS: PROVINCIAL INFRASTRUCTURE AND CONNECTIVITY

Objective: To provide infrastructure and connectivity for all schools, classrooms, and K-12 learners and teachers

- Partnered in the CommunityNet proposal to bring infrastructure for information communication technology (high-speed internet connectivity) to all Saskatchewan schools.

FOCUS: LOCAL SCHOOL DIVISION INFRASTRUCTURE, HARDWARE, SOFTWARE

Objective: To ensure local school division/school infrastructure, hardware, and software for access to provincial learning network

- Continued wiring and cabling in a number of Saskatchewan schools ensuring their capability to access learning technology.
- Changed the Department's facilities guidelines to include technology in any plans for school renovations and new school facilities.

- Provided support through the provincial Foundation Operating Grant to enable school divisions to increase the amount of learning technology available in classrooms.
- Provided increased access to information technology (internet) to approximately 71 communities (86 sites) through a partnership with the federal Government in the Community Access Program.
- Through Saskatchewan Technology Renewal, Saskatchewan Education: provided refurbished computers to the Saskatchewan Association of School Councils for distribution to communities, facilitated the distribution of 27 free Microsoft server licenses in Saskatchewan, and supported the Northern Lights computer refurbishing project for schools.

FOCUS: CONTENT - CURRICULUM AND RESOURCES

Objective: To develop comprehensive, relevant, and current curriculum, online/distance education courses and learning resources

- Provided access to all current curriculum documents through the Evergreen Curriculum online, at Saskatchewan Education's website.
- Enhanced Saskatchewan's Core Curriculum online through hyperlink connections with internet sites and other digital resources.
- Distributed the Evergreen Curriculum CD-ROM (2nd version), which provides copies of all Saskatchewan curriculum and resources available on Saskatchewan Education's website, to all Saskatchewan teachers and to university students in teacher education programs.
- Delivered three new courses online through the Saskatchewan Government Correspondence School:
  - Computer Science 20 and 30
  - English Language Arts 9
  - Physics 20 and 30
- Developed the following online courses through partnerships with school divisions:
  - Assisting Communications Production Technology (CPT) (and the digital learning resources);
  - Accounting 30; and
  - Core French 10.
- Provided access to electronic databases for teachers and learners through the Multi-type Library Partnership (e.g., InfoTrac SearchBank, Canadian Business and Current Affairs).

FOCUS: PROFESSIONAL DEVELOPMENT

Objective: To enhance the technological literacy and competence of all teachers and learners (through inservice and professional development)

- Provided opportunities for pedagogical skill development in use of new media/learning technology as a teaching tool.
- Provided inservice training in non-academic computing skills for record keeping, information processing and data projections.
- Provided assistance and skill development to specialist teachers who provide the information communication technology services in the schools.
- Developed a framework of technology competencies required by students at elementary, middle and secondary levels.
- Collaborated with Faculty/College of Education to increase technological literacy for pre-service teachers and foster use of new media and learning technologies in teaching and learning.
- Partnered with federal Government and school divisions through the GrassRoots Projects to support technology use.
- Conducted consultations throughout the province to develop a learning technology and distance learning policy framework.

FOCUS: PARTNERSHIPS

Objective: To partner for diversifying learning opportunities (online delivery)

- Supported and monitored a variety of pilot projects that explored alternative models of educational delivery.
- Partnered with federal Government on SchoolNet projects to bring more supports into the Province for learning technologies.

Planning, Evaluation and Children's Services Branch

The Branch supports the continuous improvement of education and the conditions under which all children and youth are educated.

The Branch plans, develops and evaluates policies, programs and outcomes in collaboration with its education partners. The Branch initiates and facilitates effective partnerships at the provincial and local levels, engaging a wide range of stakeholders in shared planning, problem solving and service delivery. This includes facilitating consensus on common goals and approaches.

The Planning, Evaluation and Children's Services Branch consists of five Units:

- Policy and Planning;
- Community Education;
- Aboriginal Education;
- Special Education; and
- Assessment and Evaluation.

GOALS

Providing leadership, direction and support to the education system.

- Delivered a report to the field on Department accomplishments in Aboriginal Education: *Aboriginal Education Initiatives in Saskatchewan Education* (March 2000).
- Engaged the broad educational community in defining a new action plan for Aboriginal Education: *Aboriginal Education Provincial Advisory Committee: Action Plan 2000 - 2005* (September 2000).
- Provided funding to the Task Force and Public Dialogue on the Role of the School enabling them to conduct an extensive provincial consultation regarding the broad array of needs of today's children and youth. A summary and recommendations are contained in the *Task Force and Public Dialogue on the Role of the School Interim Report* (June 2000). The purpose of the document is to promote further dialogue during which recommendations will be revised and a final report submitted in December 2000.
- Developed the Minister's response to the final report of the Saskatchewan Special Education Review Committee, *Directions for Diversity* (January 2000). This response includes the Department's framework for action.
- Provided over 500 days of professional development and consultative support to assist educators of students with exceptional learning and behavioural needs through the Special Education ACCESS Team (Assistance, Collaboration, Consultation, Support Services). New initiatives included workshops in the area of autism and pervasive developmental disorders, additional training related to Non-Violent Crisis Intervention, and increased support for students with Fetal Alcohol Syndrome and sensory impairments.
- Collaborated with the University of Regina to offer a course in teaching students who are deaf and hard of hearing.
- Revised Special Education Funding protocols to:
  - increase recognition in the Foundation Operating Grant for programs and supports for students with exceptional learning and behavioural needs;
  - simplify the data collection procedures for school divisions; and
  - with a "design team" made up of Community School representatives, developed a collaborative, community building process (called Open the Door to Our Community School) to assist Community Schools to make the transition from traditional school to Community School. The process spans a 1 1/2 – 2 year period and is being piloted in the five newly designated Community Schools.

Promoting and fostering equal access to and benefit from high quality education.

- Facilitated the symposium Gathering 2000 (January 2000) which shared the research and encouraged Aboriginal education action planning within the educational community to address the issues.
- Engaged the education community in a process to renew and expand the Shared Services program model for rural, northern and francophone school divisions.
- Continued to partner with members of the Equity Forum to raise awareness and address issues of systemic inequities.
- Provided over $81 million in funding recognition through the Foundation Operating Grant to school boards for programming, services, and access supports for students with exceptional learning and behavioural needs.

- Enhanced funding recognition by $400,000 to the Northern Community Schools Program, increasing the total recognition through the Foundation Operating Grant to approximately $1 million.
- Increased supports for early childhood development, including the addition of 13 Prekindergarten Programs in high-needs urban areas and enhanced support for three and four year old preschool children with disabilities.
- Expanded the Aboriginal Elder/Outreach Program component of the Indian and Métis Education Development Program by $300,000. This program assists school divisions to bring Aboriginal resource people, such as Elders, outreach workers or cultural advisors, into schools.

Facilitating innovative, integrated and community-based approaches to address barriers to learning.

- Provided support to the interdepartmental Human Services Integration Forum (HSIF - formerly the Associate and Assistant Deputy Ministers' Forum). The Associate Deputy Minister of Education participates in the Forum and the Executive Director of HSIF is housed with the Department.
- Initiated the Integrated Services Program, providing $3.8 million in funding to school divisions and their community partners to develop programs and supports to address the needs of at-risk children and youth, youth not attending school and those experiencing social, emotional or behavioral problems.
- Assisted in the development of an interdepartmental strategy to reduce reliance on custody for offending youth in the Province.
- Cooperated with western Canada in the production of an Aboriginal languages curriculum framework to empower Aboriginal communities and provincial schools to work together in designing Aboriginal language curricula and programs: *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12* (June 2000).
- Developed partnership arrangements with the Aboriginal community to enhance teaching and learning.
- Negotiated and renewed the arrangement with the Prince Albert Grand Council to jointly implement the Provincially authorized curriculum framework and guide and recommendations of the publication: *Indian Languages: Policy and Planning in Saskatchewan Research Report* (May 1997).
- Supported the research work of the Ahtahkakoop Band in the development of a community history textbook: *Ahtahkakoop and His People* (2000).
- Delivered inservice to teachers and administrators on Aboriginal education curriculum integration and development at the Rural Congress and teachers' conferences.
- Defined Aboriginal content and perspectives for the Western Canadian Protocol Social Studies curriculum project under development.
- Established the Education-Health Steering Committee to advise Government on the provision of health-related services for children and youth in school.
- Participated in numerous interagency and community forums to provide policy and program support to integrated services. Continued to provide funding to the Prevention and Support Grant Program to enhance integrated services at the local level.

Promoting excellence, standards and accountability in all aspects of education for continuous improvement.

- Produced the *1999 Saskatchewan Education Indicators* document that includes information about the social and economic context in which the education system operates, the key programs of the Department and the outcomes attributable to the education system. The Indicators program helps educators and other decision-makers shape and improve programs to benefit all students.
- Set provincial standards around the outcomes reported by the 1999 Provincial Learning Assessment in Technological Literacy.
- Released outcomes measured by the 1999 School Achievement Indicators Program Science Assessment to describe the performance of students in the science programs in Saskatchewan and Canadian schools.
- Continued to develop a shared responsibility model for learning, which emphasizes that students, their families and educators all contribute to the opportunities for learning that occur in Saskatchewan schools. Current activity focuses on describing opportunity in terms of student readiness and in terms of what happens in the classroom, in the school, and in the family. During 1999-2000, this model was refined through data gathered and interpreted during science and technological literacy assessments.

Official Minority Language Office Branch

The Official Minority Language Office (OMLO) is the Branch of Saskatchewan Education that provides French-language education programs and services to students, teachers, schools and schools divisions in Saskatchewan from Kindergarten to Grade 12. OMLO also provides services to universities and francophone adults.

There are four types of French-language programs offered in Saskatchewan.

- *Fransaskois*, or francophone programs, offer 100% of instruction in French, with the exception of English Language Arts, and a strong emphasis is placed on identity and culture across the education curriculum. In 1999-2000, twelve *Fransaskois* schools were operating with an enrolment of 938 students.
- Type A programs offer French as the language of instruction, with the exception of English Language Arts. Two schools in Saskatchewan offered this program and had an enrolment of 367 students.
- Type B French Immersion programs offer a minimum of 50% of its total instruction in French. In 1999-2000, 75 schools offered French Immersion programming with a total student enrolment of 8,927.
- Core French programs are offered across Saskatchewan where students take French as one of their daily courses. In 1999-2000, 543 schools offered Core French programs to 84,568 students.

OMLO is responsible for French language education policies and the establishment of French-language programs in Saskatchewan. OMLO is also responsible for the process of implementing French-language curriculum in Saskatchewan schools. In addition, OMLO coordinates and administers national programs funded through federal-provincial programs to promote official languages in education.

In the future, OMLO would like to expand French-language programs and continue the development, piloting, implementation and actualization of Core Curriculum. OMLO is also continuing its efforts to provide greater internet access to French-language curricula. Other future objectives include Saskatchewan Education's participation in Western Consortium projects, and to provide wider access to distance education opportunities in French.

OMLO has provided many professional training opportunities for French-language education teachers. In addition, bursaries, exchange programs and school monitor placements were provided to students by OMLO through Federal-Provincial national programs. The following gives the number of participants per program:

- 261 Summer Language Bursary Program
- 38 Official Language Monitor Program
- 262 Bursaries to students
- 32 Sask-Quebec Student Exchange Program
- 69 French Language Professional Development for Teachers

The following tables show the current status of *Fransaskois*, French Immersion and Core French curricula. Six curricula are currently being implemented, and in three of these cases actualization has begun. A further 25 curricula have been fully implemented and are currently being actualized.

French Immersion Schools and Core French

Curriculum	Implementation	Actualization
Hygiène 1-5	✔	✔
Éducation physique 1-5		✔
Français 1-5		✔
Français 6-9		✔
Français 10-12	✔	✔
Sciences humaines 1-5		✔
Sciences sociales 30	✔	✔
Éducation physique 6-9		✔
Éducation artistique 6-9		
Danse/Musique		✔
Art dramatique/Arts visuels		✔
Mathématiques 1-5		✔
Mathématiques 6-9		✔
Mathématiques 20, 30		✔
Physique 20, 30		✔
Chimie 20, 30		✔
Biologie 20, 30		✔
Transitions dans la Vie 20, 30		✔
Éducation physique 20, 30		✔
Core French 1-5		✔
Core French 6-9		✔
Core French 10-12		✔

***Fransaskois* Schools**

Curriculum	Implementation	Actualization
Sciences humaines 1-5		✔
Sciences humaines 6-9		✔
Sciences sociales 10		✔
Sciences sociales 20	✔	
Sciences sociales 30	✔	
Français 1-5	✔	
Français 6-9		✔
Français 10, 20, 30		✔
Éducation artistique 6-9 :		
Art dramatique / Arts visuels		✔
Danse / Musique		✔

Independent Schools and Home-Based Education Unit

Saskatchewan Education's Independent Schools, Home-Based Education Unit registers and supervises independent schools and monitors the registration of home-based educators with school divisions.

Independent Schools

Independent schools exist to provide an education from a philosophical perspective different from that of the public education system. Parents enrol their children in these schools in order to achieve philosophical objectives which may not or cannot be satisfied within the public system.

In the fall of 1999 there were 49 registered independent schools, with a pupil enrolment of 3,810 and a teaching staff of 315, located in every educational region of the Province. Categories of independent schools are: historical, associate, society, for-profit, offshore, alternative, Montessori, Mennonite, Seventh-Day Adventist, and Saskatchewan Association of Independent Church Schools.

OBJECTIVES

- To conduct regular inspection and supervision of independent schools, register new independent schools and monitor staff certification.
- To serve as a link between the Department and independent schools, organizations and the general public.
- To anticipate and provide advice on issues related to independent schools.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Forty-six independent schools were registered, inspected and supervised.
- Facilitated independent school and school division discussions regarding associate school agreements.
- Assisted accredited independent schools in curriculum development, implementation and student examinations.

FUTURE OBJECTIVES

- To continue to inspect and supervise independent schools, register new schools and monitor staff certification.
- To provide opportunities for independent school personnel to meet to discuss issues of mutual concern.
- To develop and maintain effective relationships with independent schools.

Home-Based Education

Home-based education legislation recognizes that parents have the responsibility to provide for the education of their children and the right to direct their children's education from their home. The Province's compelling interest in the education of all children is ensured by delegating to school divisions the responsibility to register home-based education students.

Home-based education programs are registered with the school division in which the students reside. There were 1,686 students registered in home-based education programs in the fall of 1999.

OBJECTIVES

- To assist school division officials to develop local policy and to coordinate the development of provincial policy with respect to home-based education.
- To facilitate registration of home-based educators with school divisions.
- To respond to inquiries and concerns about home-based education.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Provided consultative services to parents and school division officials.
- Facilitated parent registration with school divisions.

FUTURE OBJECTIVES

- To continue to assist school division personnel and parents in establishing home-based education programs.

Provincial Examinations, Student and Teacher Services Unit

The Registrar's Office administers policies related to:

- credit requirements for secondary level completion;
- Grade 12 Departmental Examinations;
- teacher certification and accreditation; and
- maintenance of a central registry of student marks at the Grade 10, 11 and 12 levels and student demographic information from Kindergarten to Grade 12.

The official record of secondary level standing is issued by the Registrar. The Registrar's Office also maintains a central registry of teachers and gathers annual data on teacher demographics and employment.

The Registrar's Office administers General Proficiency Awards, the Lester B. Pearson Scholarship, and Education Service Awards for teachers and teacher exchanges.

Student Examinations

- Grade 12 examinations are administered to students of non-accredited teachers in public schools, separate schools, post-secondary institutions, band schools and those independent schools offering curricula approved by the Department. The examinations are also available to adults to attain a secondary level standing.
- Examinations for courses under the old curriculum, as well as under the new Core Curriculum are provided during the pilot and implementation of each new course. The 2000-2001 school year is the last year where this will occur with English Language Arts A30 and B30 in year two of implementation. In 2001-2002 all schools must be offering the new English courses at the 30 level.
- Examinations are prepared in 13 subjects at the Grade 12 level. There were 23,023 examinations marked between August 1, 1999 and July 31, 2000.
- Departmental Examinations reflect student evaluation practices, which have been incorporated into the new Core Curriculum.
- Examinations are available in January, March, May, June and August of each year. Competing needs for a flexible examination schedule for schools and post-secondary institutions on a variety of alternate school years continue to be monitored.
- *A Teacher Guide for Provincial Examinations* that includes tables of specifications and samples of students' work, is provided to all schools each fall. Workshops are also available each fall.
- Prototype examinations are included in the *Teacher Guide for Provincial Examinations*.
- The *Registrar's Handbook for School Administrators* is distributed annually to all secondary schools to strengthen support to administrators for student enrolment, subject registration and the delivery of provincial examinations.

Student Records System

- The Department maintains a central registry of student demographic and achievement records at the secondary level (Grades 10 to 12) for the purpose of issuing the official *Transcript of Secondary Level Achievement* for all students in Saskatchewan. Student demographic/enrolment information at the K-9 level is also being collected. Approximately 95% of the Grade 9 students are on the system as well as 25% of K-8 students. The system also contains an exam item bank for the generation of Departmental Examinations.
- A total of 59,140 transcripts of high school marks were issued on a fee for service basis to post-secondary institutions and students. In addition, the Department sent out transcripts free of charge to 23,668 students in February and 29,271 students in July.
- The system supports delivery of information to school divisions, enables assessments of curricula and provides reliable data for analyses of school system effectiveness.

Out-of-Province Evaluations

- Consultative services are provided to secondary school administrators in the placement of out of Province students.
- Evaluation services are provided to the secondary system for out-of-country transfers.
- A total of 775 evaluations of academic records for transfer students were processed by Saskatchewan Education in the 1999-2000 school year. Of those, 590 were Canadian transfers, 180 were from outside Canada and five presented documents from both another province and outside Canada. Of the total evaluations, 668 or 86% were conducted for the purpose of enrolling the students in a Saskatchewan secondary school. The remaining 107 evaluations were conducted for other reasons such as employment.
- Consultative services are provided to the public on high school requirements, admission requirements to post-secondary institutions, and equivalent standing granted by other provinces.

- The document, *Saskatchewan Secondary Education Credit Transfer Guide, December 1998*, and accompanying inservice was provided in the 1998-1999 school year to assist school administrators in the placement of transfer students. Information on secondary education in Canada is available online (http://www.cmec.ca) with the document, *Secondary Education in Canada: a Student Transfer Guide 7th Edition, 1998*.

Lester B. Pearson Scholarship

- Each year one Saskatchewan student is chosen to be the recipient of a Lester B. Pearson College of the Pacific scholarship, sponsored by Saskatchewan Education and the College. This past year four northern corporations funded a second scholarship targeted for a student from the north. The northern scholarship will be available every second year over the next six years.
- This two-year International Baccalaureate program provides an opportunity for exposure of students to international issues through an educational experience with students representing 70 nations.

General Proficiency Awards

- The Department provides General Proficiency Awards to recognize a student's scholastic achievement and to encourage the pursuit of post-secondary education. During the 1999-2000 school year, $400 awards were presented to 650 students.

Teacher Accreditation

- The Department maintains teacher accreditation records for the Province. Accreditation means granting to a teacher the responsibility of determining the final mark or standing of the students in a specified Grade 12 (level 30) subject or subjects. Consultative services are provided to teachers, school administrators and Regional Directors with respect to requirements teachers must meet to become accredited.
- In the 1999-2000 school year there were 1,406 teachers in Saskatchewan practicing accreditation. There are 1,144 teachers who have renewed their accreditation since 1991 when the requirement for renewal came into effect.

Teacher Certification

- The Department assesses teacher qualifications in order to determine their eligibility for certification. The Minister may suspend or cancel certificates.
- Employment records are maintained on teachers certified in Saskatchewan and teaching in the publicly funded education system.
- Advice is provided to teachers and school boards on the interpretation of certification and classification regulations.
- Consultation occurs with other provinces to develop agreements to facilitate the mobility of teachers within Canada as required under the Agreement on Internal Trade.
- A total of 1,340 teachers were issued certificates to teach in the Province. The following is a breakdown of the types and numbers of certificates issued between April 1, 1999 and March 31, 2000:

Teaching Certificates

Professional A	1,053
Professional B	19
Technical (Endorsed)	0
Vocational (Endorsed)	4
Probationary	185

- In addition, there were 54 Probationary B certificates and 35 Letters of Eligibility issued to teachers in Independent Schools.

Teacher Exchange

- An opportunity is provided for experienced Saskatchewan teachers to spend a year on exchange with a teacher who has a similar teaching assignment in another province or country. One Saskatchewan teacher was on exchange during the 1999-2000 school year. A teacher from Moose Jaw S.D. #1 spent the year in Scotland while her counterpart spent the year teaching in Saskatchewan.

Education Service Awards

- The Department provides Education Service Awards to school divisions upon request for presentation to teachers, directors of education and secretary treasurers with at least 10 years of service in Saskatchewan. During the 1999-2000 reporting period, there were 411 Education Service Awards presented by the Minister of Education to retiring teachers. There were 323 awards presented in 1998-1999 and 362 awards presented in 1997-1998.

Corporate Information and Technology Unit

The Unit directs the management, development, operation, maintenance and support of a broad range of information technology and systems. These include applications, databases, networks and automated systems to enable Department staff and our education partners to carry out their responsibilities.

KEY OBJECTIVES, 1999-2000

- To continue the development of plans and processes that support the Corporate Information Management approach to information and technology management, the Department completed an Information Resource Management Strategy. This strategy was developed to support the Provincial Learning Network vision. This network will enable students, educators and administrators to connect, communicate and collaborate. As part of this process, in consultation with Information Technology staff, program managers were asked to detail the "business of education" context in which their information resources are to be applied. An assessment was then made of the capability of the current information resource environment. From this assessment, the vision of the target environment was defined which in turn lead to the development of budget proposals for the Department.
- To collaborate on Government-wide information and technology management initiatives which improve services to clients. The Department's Information Technology staff contributed to the development of planning guidelines for Information Technology plans which support the Department's strategic plans under the Performance Management and Accountability Project. The Department also committed resources to create a written security policy within the framework of the Government-wide Security Charter.
- In order to provide leadership to the education sector, the Department ensured that its information systems and technology infrastructure were examined for and eliminated any Year 2000 impacts.
- By enhancing the management and capabilities of the Support Centre, ongoing microcomputer and network support to the Department and Regional Offices resulted in over 13,300 calls being handled - a 56% increase over the previous year.
- To service and coordinate the systems, network and information needs required by Saskatchewan Education, major information system projects were either developed, implemented or enhanced during 1999-2000. They include:
  - improved network security to protect the Department's electronic information and databases;
  - implementation of the Capital Tracking System and the Long Term Debt Tracking Systems for Facilities Planning and School Finance;
  - review of the Exam Bank/Exam Creation Process to streamline and reduce workloads in Student Records; and
  - an application was implemented allowing Learning Resources Distribution Centre clients to place their resource material orders over the web.

KEY OBJECTIVES, 2000-2001

- To support continuous improvement by developing and implementing information system projects that support performance measurement, evaluation, accountability and security.
- To ensure information technology activities align with Government, Department and sector strategic plans.
- To develop a Global Architecture consisting of a "blueprint" and a detailed plan for future systems development.
- To design and develop a person/organization registry as a fundamental component of the Department's corporate data repository.
- To start the analysis and design of the Student Records/Student Tracking system.
- Improve system security and system architecture by implementation of improved security practices and use of information technology resources.
- Upgrade information technology infrastructure to support the growth of existing and the implementation of new information systems.

The split of shared services with Post-Secondary Education and Skills Training will result in a new strategic focus for the Corporate and Information Technology Unit, however, common information technology services will continue around the shared infrastructure and related support requirements.

Legislation and School Administration Branch

The Branch carries out a variety of policy and administrative functions in the areas of education legislation, school administration and provincial collective bargaining for teachers.

Administering Legislation

The Unit provides consultative, administrative and support services to education authorities and organizations, to Department officials and other Government departments and to the public with respect to K-12 legislation. The Unit does not provide or obtain formal legal advice for non-government organizations and individuals, who must retain their own legal counsel for this purpose.

OBJECTIVES

- To identify the need for new or amended legislation and coordinate the preparation of amendments to statutes and regulations.
- To consult with school officials and education organizations about legislative issues and to seek consensus on appropriate solutions.
- To provide advice to school divisions and the public about education legislation, including the election of boards of education and local boards of trustees.
- To administer Freedom of Information legislation for the Department.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A number of amendments were passed to *The Education Act, 1995* in the spring, 2000 session of the Legislature. They are summarized as follows:

- a group of amendments that deal with the process whereby members of the Roman Catholic or Protestant minority faith in a community can determine whether they wish to establish a minority faith separate school division;
- tendering requirements for school divisions;
- services for pupils with a disability;
- sale of school division property;
- designation of out-of-scope teachers;
- conflict of interest for school trustees;
- School Division Tax Loss Compensation Fund; and
- provisions relating to post-secondary education matters.

School Administration

The Unit works with school divisions and the public on a variety of matters required for purposes of the legal structure and operation of the K-12 system.

OBJECTIVES

- To maintain legal descriptions of the boundaries of school divisions and subdivisions and to process changes to those boundaries.
- To administer applications for land transfers between school divisions.
- To provide research and secretariat support to the Educational Boundaries Commission.
- To process requests for disposition of property by school divisions.
- To coordinate the establishment of boards of reference to investigate the termination of teachers' contracts.
- To administer the issuance of certificates of qualification for school division secretary-treasurers by the Board of Examiners.
- To support and participate in the Government role in provincial collective bargaining for teachers.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

During the year several sets of regulations were passed to assist the effective administration of the K-12 system:

- *The 1999 School Grant Regulations* were passed to provide appropriate legal authority for the payment of operating and capital grants to school divisions from the 1999-2000 provincial budget; and
- *The 2000 Transitional School Grant Regulations* were passed to provide appropriate legal authority for the payment of operating and capital grants to school divisions for the period January 1, 2000 to March 31, 2000. This transitional payment was required to facilitate the change, in the annual period to which schools divisions are entitled to receive provincial operating grants, from the calendar year to the Provincial Government fiscal year.

The provincial collective bargaining agreement for teachers expired December 31, 1999. Negotiations for a new collective agreement began in mid-October and continued through to the end of this reporting period.

During the year, certificates of qualification for secretary-treasurers were issued as follows:

Secretary-Treasurer Certificates

Class of Certification	Number Issued
Class C	22
Class A	1
Superior A	1
Advanced A	2
Special Permit	2

Governing Legislation

The Education Act, 1995 assigns to the Minister responsibility "for all matters not by law assigned to any other minister, department, branch, or agency of the Government of Saskatchewan relating to elementary and secondary education." Ministerial duties prescribed by the Act with respect to K-12 education include development of the courses of instruction for use in schools, inservice training of teachers, teacher certification and classification, provision of operating and capital grants to school divisions and policy development.

The following Acts for which the Minister of Education is responsible relate to specific programs and organizations in the school system:

- *The Saskatchewan Association of School Business Officials Act, 1993*
- *The League of Educational Administrators, Directors and Superintendents Act, 1991*
- *The Teachers' Federation Act*
- *The Teachers' Dental Plan Act*
- *The Teachers' Life Insurance (Government Contributory) Act*
- *The Teachers Superannuation and Disability Benefits Act*

FUTURE OBJECTIVES

- To update and maintain K-12 statutes and regulations regularly in response to evolving needs and circumstances of the education system and in accordance with the Government's regulatory reform program.
- To provide support to school divisions with respect to the legislative and administrative aspects of restructuring.
- To develop and maintain computer-based records of all school division and subdivision boundaries, for legal and mapping purposes.
- To complete discussions with the Shared Services Branches for transferring and integration of the legislative functions (Minister's Orders, Orders-in-Council, Cabinet Decision and Information Items) into the Branch.

School Finance Branch

The School Finance Branch is responsible for the distribution of the Foundation Operating Grant to all school divisions in the Province and for policy and administrative functions in the area of school finance. The Branch provides quantitative and financial modeling and analysis in review, evaluation and development of the Foundation Operating Grant. In addition School Finance also focuses on responsibilities relating to finance and policy in support of the distribution of grants under the Foundation Operating Grant Program.

Operating Grants

Operating grants to K-12 school divisions are provided through a Foundation Operating Grant.

The Foundation Operating Grant formula is based on the principles of:

- transparency;
- unconditionality;
- incentives for efficient and effective use of resources;
- equalization; and
- a balance between stability and responsiveness.

The objective is to ensure that a student's opportunity to receive educational programs and services does not depend on the relative wealth of the school division; and that a taxpayer's level of education property tax does not depend on the relative wealth of the school division. This entails taking into account the variations in boards' local fiscal capacity and in their distinctive expenditure requirements or needs. Funding is based on school divisions' enrolment and their ability to raise local revenue through property taxation. School boards that have a greater ability to raise local revenue receive proportionately less provincial funding and school divisions that have a lesser ability to raise local revenue receive proportionately more provincial funding.

OBJECTIVES

- To promote equality of educational opportunity.
- To promote efficient use of resources.
- To preserve the autonomy and flexibility of boards of education to exercise decision making particular to local needs and circumstances, while making them directly accountable to local residents for their financial and program decisions.
- To recognize and safeguard school divisions from circumstances beyond their control.
- To promote equity in education property tax.

ACCOMPLISHMENTS

The 1999 budget provided $397.5 million in provincial operating grants to schools in Saskatchewan. This was a $13.5 million, or 3.5%, increase in the Foundation Operating Grant. Funding was distributed to 100 school divisions, 79 of which were public, 20 separate and one francophone. Net operating expenditure for 1999 was $1,003,365,542. Provincial funding of education through the 1990s has remained at approximately 40% as derived by the Public Accounts.

Current enrolment in Saskatchewan schools is 188,582.

FUTURE OBJECTIVES

- The Department will continue to focus on key objectives of the Foundation Operating Grant, which includes:
  - maintaining the integrity of the formula;
  - equitable distribution of funding to school divisions; and
  - supporting key programs such as special education, students at risk etc.

Corporate Services Branch

Human Resources Unit

The Human Resources Branch provides advice, support and leadership in the human resources strategic planning, management of Department human resources and labour relation services.

OBJECTIVES:

- Provide leadership in human resource strategic planning and organizational development.
- Provide leadership and consultative services to the Department on human resource management.
- Create a succession plan for key positions by developing employees or initiating long term recruitment strategies which ensure adequate human resources to meet the goals of the Department.
- Develop a plan to create an environment that will provide culture, climate, and relationships that will foster a positive working atmosphere for all employees of the Department.

MAJOR ACCOMPLISHMENTS:

- Supported management and employees through the reorganization of central support services by providing:
  - a leadership role throughout the planning and implementation process;
  - administrative and statistical information which acted as the bases for decisions;
  - advice on possible configurations of human resources;
  - emotional support to employees with concerns on how the changes would effect them; and
  - continued services to the Department on day to day operational matters.
- Moved towards building a positive culture, climate and relationships by:
  - fostering of positive union management relations through the Union Management Committee process;
  - developing a statement of Workplace Values through the Union Management Committee; and
  - provided support and advice on contract interpretation, staffing, classification and performance management to managers to meet Department goals.
- Facilitated continuing learning and development activities for Department staff.
- Provided opportunities for youth by the hiring of summer and co-op students.

FUTURE OBJECTIVES:

- Develop the human resource strategic plan by:
  - conducting an environmental scan which would look at external and internal environmental forces and how these forces affect current and future operations;
  - conducting a review of the human resource requirements to achieve the Department strategic plan; and
  - conducting an analysis of demographics, and representative workforce.
- Support learning and development activities for Departmental staff.
- Provide consultative services on contract interpretation, staffing, classification and performance management to managers.
- Develop a Management Succession Plan.

Finance and Operations Unit

The Finance and Operations Unit was managed as a shared service providing financial, accounting, capital planning, informational technology, contractual, legislative, administrative, research and resource centre support to both Saskatchewan Education and Saskatchewan Post-Secondary Education and Skills Training. The Unit performs both a leadership and service role in the planning and development of policies and procedures that support sector wide programs and priorities. Financial responsibilities include the distribution of capital grants to school divisions for elementary and secondary education.

In Fall 1999, a management decision was made to end the shared services arrangement and to establish services directly and independently within each of the Departments effective April 1, 2000. Throughout this time period, staff and responsibilities were restructured to reflect each Department's unique needs.

Effective April 1, 2000, a Corporate Services Branch was formed, consisting of two Units. Finance and Administration is responsible for financial planning, analysis, capital asset tracking, accounting and general administrative services. The former Human Resources Branch also amalgamated into the newly formed Corporate Services Branch. Ministerial correspondence and document tracking responsibilities were transferred to the Executive Administration. The Resource Centre remained with Saskatchewan Education as part of the Curriculum and Instruction Branch, providing a service to Saskatchewan Post-Secondary Education and Skills Training. In addition, Facilities Planning, the Unit responsible for capital funding to school divisions and Corporate Information and Technology became stand-alone Units within the Department.

KEY OBJECTIVES AND RESULTS 1999-2000:

- Developed the shared services options paper with respect to separation of the central functions.
- Managed the Y2K readiness program and ensured staff availability during the critical period.
- Strengthened our information, reporting and accountability capacities.
- Developed an overall global plan for accommodation, asset and risk management for both Departments.
- Provided support to the strategic, financial and accountability planning processes for the sector/Department plans.
- Updated the Global Architecture/Infrastructure plan to complement the business needs of the Department.

KEY OBJECTIVES FOR 2000-2001:

Capacity:

- Effective human resource management to provide the service level required to accomplish prioritized Department objectives.

Delivery Structure and Mix of Programs: Respond to Changing Needs

- Develop appropriate policies, standards and procedures to ensure Branch services reflect current needs to the Department.
- Ensure functional organization of the Branch is responsive to a Province-wide regional client service presence.

Accountability:

- Ensure appropriate policies, procedures and controls are in place to account for and safeguard public moneys.
- Develop appropriate reporting standards to reflect accountability and administrative transparency requirements.

Financial Accessibility:

- Balance administrative and compliance requirements with service needs of the organization.

SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS:

The Finance and Operations Branch, prior to April 1, 2000, consisted of the following Units:

- Financial Planning and Policy Services;
- Administrative Services;
- Facilities Planning;
- Legislative and contract Services;
- Resource Centre; and
- Corporate Information and Technology.

Financial Planning and Policy Services Unit

This Unit is responsible for all financial and policy planning, accounting and budgeting.

SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS:

- Managed the 1999-2000 fiscal process and the 2000-2001 financial planning process.
- Ensured the Department's overall budget target was met for the year.
- Prepared fiscal forecasting reports and provided efficient accounts administration.
  - Exceeded Government standards in the timeliness and accuracy of payments.
  - Participated on intradepartmental task teams, external committees and represented the Department involving program and financial issues.
- Coordinated the development of a capital asset system and inventory control policies and procedures, with the Administrative Services and Corporate Information Technology.
- Provided financial and policy support to the Department and sector on a wide range of educational issues and monitored trends.

Administrative Services Unit

The Unit is responsible for asset management, accommodation planning and administrative policy and support activities including mail services, records management and minor renovation services.

SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS:

- Coordinated and managed the Department procurement activities, file management system, acquisition of telephones, accommodation requirements, furniture, Government vehicles and equipment.

Facilities Planning Unit

The Unit provides funding to school divisions for the provincial share of capital projects approved for K-12 educational facilities and facilitates the development of joint-use initiative between school divisions and other educational and community programs.

Due to the reorganization of the Department during the reporting period, this Unit is reported separately.

Legislative and Contract Services

The Unit provides strategic and quality assurance support in the development of legislative instruments and service contracts. It is responsible for coordinating all Freedom of Information requests for both Departments. The Unit provides legal research in conjunction with Saskatchewan Justice.

SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS:

- Prepared and sent forward 78 legislative instruments to Cabinet for approval. Reviewed and processed 308 contracts. Processed 18 Freedom of Information requests with no appeals. Researched over 50 legal issues in conjunction with Justice.
- Developed and implemented templates for specific contracts under $5,000 - reduced processing time for these contracts by three days.
- Developed and implemented a reporting mechanism for Cabinet documents and legislative instruments that clearly illustrates the progress of Education's draft legislation from internal approvals to Committee and Cabinet approval to Legislative and Royal Assent.

Due to the reorganization of the Department during the reporting period, these functions, with the exception of contract administration, have been transferred to the Legislation and School Administration Branch.

Resource Centre

The Unit provides informational needs and research services support to the Department.

SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS:

- Implemented a Resource Centre web catalogue.
- The following statistics are for both Saskatchewan Education and Post-Secondary Education and Skills Training:
  - handled 3,155 research requests and reference requests for information; catalogued and/or processed 4,933 items; circulated 10,518 items; borrowed 1,445 items for staff from other libraries; and ordered 971 new items for the collection.
- Produced the annual alternate format catalogue of Braille, large print, audio-tape materials for print-disabled students.
- Coordinated and managed the Department procurement activities for electronic and paper based resource materials.

Due to the reorganization of the Department during the reporting period, this Unit has been transferred to the Curriculum and Instruction Branch.

Corporate Information and Technology

The Unit is responsible for the management, development, operation and maintenance of information technology and systems, including databases, network environment and systems infrastructure, to enable Department staff and our education communities to carry out their responsibilities.

Due to the reorganization of the Department during the reporting period, this Unit is reported separately.

DEPARTMENT OF EDUCATION

1999-2000 Actual and Budget Expenditures and Number of Full-time Equivalent Positions (FTEs Used)

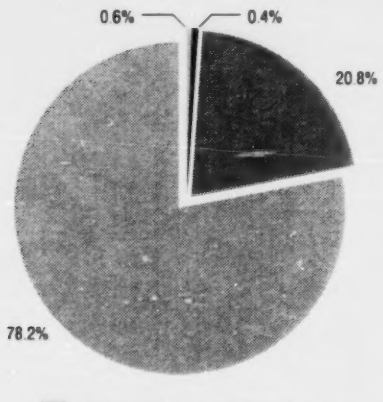
	Actuals	Budget	Actual FTEs
ADMINISTRATION AND SHARED SERVICES (SUBVOTE ED01)			
Administration	$ 806,022	$ 842,000	14.0
Shared Support Services	2,820,490	2,823,000	44.8
ACCOMMODATION AND CENTRAL SERVICES (SUBVOTE ED02)			
	2,057,876	2,059,000	
TEACHERS' PENSIONS AND BENEFITS (SUBVOTE ED04)			
Administration and Operations	1,118,003	1,122,000	14.5
Teachers' Pensions and Cost of Living			
Net Financing Requirement (Authorized by Law)	90,000,000	90,000,000	
Teachers' Group Life Insurance			
Net Financing Requirement (Authorized by Law)	1,186,384	1,186,384	
Saskatchewan Teachers' Retirement Plan			
Net Financing Requirement (Authorized by Law)	20,075,734	20,075,734	
Teachers' Dental Plan	6,100,000	6,200,000	
EDUCATIONAL GRANTS AND PROGRAMS (SUBVOTE ED03)			
Operational Support	3,944,831	3,948,000	40.0
Schools - Operating	397,500,000	397,500,000	
School Capital	24,167,000	24,167,000	
School Capital - Interest Payments	4,974,430	4,975,000	
Curriculum & Instruction	3,569,321	3,573,000	39.6
Regional Services	4,541,537	4,542,000	60.7
Official Minority Language Office	4,733,974	4,735,000	21.7
Educational Agencies	492,947	493,000	
Learning Resources Distribution Centre			
Net Financing Requirement (Authorized by Law)	49,243	49,243	14.1
Correspondence School Revolving Fund			
Subsidy	495,000	495,000	
Net Financing Requirement (Authorized by Law)	(37,332)	25,000	34.5
TOTAL	**$586,595,460**	**$568,810,361**	**283.9**

DEPARTMENT OF EDUCATION

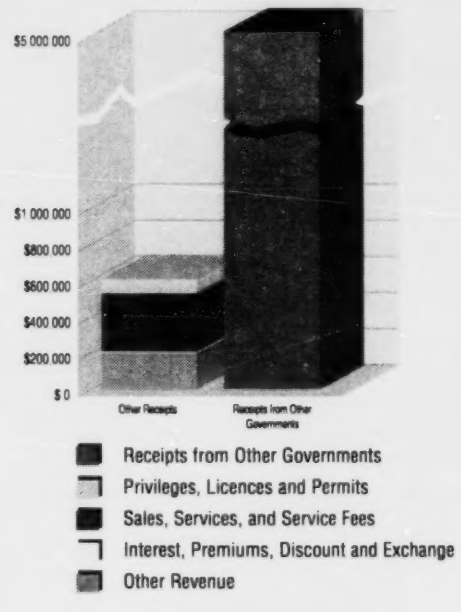
Actual and Budget Revenues

	1999-2000 Actual	1999-2000 Budget	Difference
PRIVILEGES, LICENCES AND PERMITS			
Teachers Certificates	$ 85,196	$ 82,525	$ 2,671
SALES, SERVICES AND SERVICE FEES			
Sales Books, Maps, Bibliographies	4,620	6,360	(1,740)
Other Services	331,357	292,500	38,857
INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE			
Profit on Foreign Exchange	230	200	30
RECEIPTS FROM OTHER GOVERNMENTS			
Co-operation for Promotion of Bilingualism in Education	1,552,394	1,552,394	0
Other Federal Contributions (OMLO)	3,514,510	3,204,380	310,130
OTHER REVENUE			
Casual Revenue	153,381	168,000	(14,619)
Revenue of Previous Year's Expenditures	40,967	6,500	34,467
TOTAL FOR DEPARTMENT	**$ 5,682,655**	**$ 5,312,859**	**$ 369,796**

1999-2000 Actual Expenditures



1999-2000 Education Actual Revenues



Communications Branch

The Communications Branch supports the strategic directions for K-12 education in Saskatchewan and reflects Government-wide priorities. The Branch provides strategic communications analysis, advice and consultation to the Minister, Department staff and sector-wide committees.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- The annual communications plan was prepared to identify key education messages and themes and link specific strategies required to the Department budget and Government-wide priorities. All communications strategies include a plan to evaluate the effectiveness of communications activities.
- The Branch provided a full range of communications planning, consultation and support to other Branches. This included writing and planning support for ministerial and other special events and support for public consultations and external program reviews, including the Special Education Review and the Dialogue on the Role of Schools.
- Communications research and evaluation such as public opinion research and media monitoring was conducted to identify public attitudes toward K-12 education. Public opinion research has been regularized to provide for longitudinal analysis.
- The Branch managed the Department's central communications budget, and printing, as well as program advertising and promotional requirements.
- The Branch provided direct service to the public through the operation of the Department's inquiry line.
- The Branch provided consultation and recommended revisions to the Annual Report format and process in order to improve public accountability.
- The Branch provided media relations services to the Department.
- The Branch participated in the review of the Government's central internet website by the Information Technology Office of Saskatchewan Economic and Co-operative Development.
- At the beginning of the reporting period the Communications Branch was part of a shared services arrangement with Saskatchewan Post-Secondary Education and Skills Training. This shared services structure was formally ended effective November 1, 1999.

FUTURE OBJECTIVES

- To provide effective central communications support services to the Minister, senior management and our Department clients.
- To foster effective information sharing among the Department, stakeholders and the wider public by supporting public and stakeholder consultations.
- To ensure that Department communications reflect the public education issues identified by learners, educators and other Saskatchewan people.
- To enhance public communications research and evaluation.
- To strengthen communications, reporting and public accountability, including the improvement of the annual report as a means of public accountability.
- To improve the Saskatchewan Education website as a public communications tool.
- To support and enhance internal communications within Saskatchewan Education.

Facilities Planning Unit

This Unit provides funding to school divisions for the provincial share of capital projects approved for K-12 educational facilities and facilitates the development of joint-use initiatives between school divisions and other educational and community programs.

OBJECTIVES:

- Collaborate with school divisions in the planning and financing of elementary and secondary education facilities.
- Ensure construction costs for approved projects are cost-shared on the basis of the individual school division's ability to pay.
- Collaborate with school divisions to meet their obligation for providing safe and adequate facilities for students and staff.

ACCOMPLISHMENTS:

Funding was provided for a total of 116 projects: 18 major projects over $500,000 in total cost, including 11 projects approved prior to 1999; and, 98 smaller emergency projects.

The total provincial contribution was $24.2 million and school divisions contributed a total of $15.4 million.

Seven major projects were approved:

- St. Mary's School renovation in Estevan;
- Scotsburn Elementary replacement for Estevan Rural School Division;
- new school (K-12) in Kennedy;
- new joint high school in Meadow Lake for Meadow Lake School Division and Flying Dust First Nation;
- new elementary school in Pinehouse; and
- new elementary schools for Regina Roman Catholic Separate School Division and Regina Public School Division in Southeast Regina, both projects being part of the same joint use facility.

The 98 emergency projects are outlined in the table below.

Emergency Projects

Project Type	No. of Projects	Provincial Share	School Division Share
Roof replacement	31	$1,944,646	$1,155,204
Relocatable classrooms	25	2,805,515	1,903,891
Accessibility improvements	13	274,900	149,408
Mechanical system upgrade	11	1,408,018	822,210
Renovations	9	1,279,415	809,470
Miscellaneous	9	590,987	302,664
Total	**98**	**$8,303,481**	**$5,142,847**